

School Records: Grade 1

FAST Track Project Technical Report

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References

Instrument

Conduct Problems Prevention Research Group. (1992). School Records Form [On-line]. Available: <http://www.fasttrackproject.org/allmeasures.htm>.

Report

Carole J. Bruschi and Mark Greenberg. (April 2000). School Records Form (Technical Report). The April 2000 technical report is a hard-copy report covering the full sample (including intervention subjects) and covering Grades 1 through 4. It does not reflect updated information on IEP records (gathered in late 2000) and is for internal use only.

I. Measure Description

The School Records Form (SRF) was used to obtain reliable information from archived school records. It is a modified version of the School Archival Records Survey (SARS: Walker, Block, Todis, Barckley & Severson, 1988). The SRF was collected in the school setting by a member of FAST Track staff. In some instances (e.g., child moved out of state), a school secretary obtained the information via phone interview or through mail-in form. The measure consists of a number of subsets of information: grades, attendance, achievement test scores, disciplinary action, special education, and miscellaneous information about school transitions, grade retentions, and chapter 1 services. SRFs were collected for each child with parental permission beginning for Cohort 1 in the fall of 1992 (Grade 1), and collection has continued each subsequent year. Each SRF collected is for a separate academic year, and information is limited to that academic year.

II. Report Sample

Analyses for this technical report were conducted on Cohort 1 using the low-risk normative (n=291) and high-risk control (n=144) students in Year 2 (Grade 1; total n = 435 students). Twenty-eight students from the original sample of 463 were missing all data on this measure. Appendix 1 contains a breakdown (by year) of missingness by site, race, sex, and risk status.

It should be noted that there are variable patterns of missingness across variables, since not all schools at all sites collected grades in certain subjects or administered achievement tests in all subjects in all years. Information on discipline, especially, is sketchy both within and across sites, with no disciplinary information at all available to FAST Track from Pennsylvania sites.

III. Scaling

No scales are computed from the school records data. Most values on school records variables are self-explanatory. Class grading systems vary from site to site from school to school within site. Grades were recorded on the school records form in Grades 1 through 6 as follows:

0 = No grade/not evaluated
1 = F, U, -, N (PSU), 4, * (Durham)
4 = D, Check-, S-
5 = N (Nashville), 3
7 = C, Check, S (PSU)
9 = S (Nashville), 2, Check or CM (Durham)
10 = B, Check+, S+
13 = A, O, +, G, 1

For analysis purposes these grades have been classified as 'Low' (1 and 4), 'Average' (5, 7, and 9), and 'High' (10 and 13).

IV. Differences Between Groups

Grades. Mantel-Haenzel chi-square tests of differences between high, low, and average grades showed that high-risk controls had significantly lower grades than low-risk normative students in all subjects (Reading, Math, Language Arts, Spelling, Social Studies, and Science).

A majority of students in Pennsylvania had grades only for Reading and Math in Grade 1.

Achievement tests. The majority of scores are from the following tests: CAT, CTBS, TCAP, and IOWA.

Note: In 1st grade, Durham did not conduct achievement testing.

Note: At the Penn site, data are available only for Reading (other subtests were not administered).

T-tests of differences between control and normative students were significant for Reading and Language Total national percentiles and marginally significant ($p < .07$) for Mathematics Total percentiles.

Special Education. If a child did not receive special education services during that year, this item was recorded as "No". If "Yes" was recorded, then a series of additional items that was completed. These included Classification (see SRF for more detail), Original Date of Diagnosis, Number of Minutes in Service (see SRF for more detail), and an item to delineate whether the child was no longer requiring services (YES/NO).

NB: As of the writing of this technical report, significant updates and changes are being made to number of minutes recorded, so analyses of this variable are not reported here. In addition, some changes are being made to the variable recording whether students had an Individual Education Plan (IEP). These changes, however, are minor unlikely to affect analyses of between-group differences, which are therefore reported here.

In Grade 1, high-risk control students were significantly more likely to have IEPs than normatives. Among those with IEPs, normatives were significantly more likely to have a diagnosis of "Speech or Language Impaired" and controls were more likely to have a diagnosis of "Learning Disabled." Normatives were marginally more likely to have a diagnosis of Talented or Gifted.

Discipline. This section of the SRF has the greatest variability both across and within sites. While some schools and districts kept accurate records, others did not. In addition, in some school districts, discipline records were kept in a separate location, and were inaccessible to FAST Track staff (as was the case with all 3 Pennsylvania School Districts). Paddling/Spanking only applied in the Nashville school district. Due to the extremely low base rates of expulsions in the grade school year, only suspensions and Disciplinary contact with parent have been reported. If information was not available it was recorded as M (Missing).

Fisher's Exact Test indicated that there was a significant difference in number of suspensions between controls (n suspended = 4) and normatives (n suspended = 0) in Grade 1. The difference in parental contact was also significant, with 22.5% of controls (n = 9) versus 5.5% of normatives ($n=4$) listed as having parental contact for discipline.

School attendance. Number of days absent and tardy were totaled for the entire school year.

Controls averaged 10 days absent and 2.5 days tardy; normatives averaged 11 days absent and 2.8 days tardy in Grade 1. The differences were not significant.

Miscellaneous. *School transitions* were counted as any that occurred since the previous school year. If a child transitioned out of school A to school B, then back to school A, this would be counted as two transitions in one school year. Controls averaged .30 transitions and normatives averaged .28 transitions in Grade 1 (ns).

Grade retentions. Control students (n = 20, 14%) were significantly more likely than normatives (n = 21, 7%) to have to repeat Grade 1.

Chapter 1. Control students (n = 45, 42%) were significantly more likely than normatives (n = 51, 24%) to be receiving Chapter 1 services, including pull-out or in-class tutoring.

V. Recommendations for Use

1. Analysts should be aware of variables patterns of missingness on different variables across sites and across years. All variables that do not have an n close to the school records sample n for that year should be closely examined.
2. The numbers in these reports may differ slightly from final numbers, as the school records are currently being updated. However, conclusions about between-group differences are likely to stay the same.
3. Beginning in Grade 7 (study year 8) with Cohort 1 the School Records Form was changed. Certain variables were dropped, values on a number of variables (most notably the academic course grades) were changed, the TCID variable format was changed, and the variables names for achievement tests in North Carolina and in other sites were switched. These differences are detailed in the Year 8 Appendix.

Appendix A

School Records: Grade 2 FAST Track Project Technical Report

I. Report Sample

Analyses for Grade 2 were conducted on Cohort 1 using the low-risk normative (n = 292) and high-risk control (n = 145) students in Year 3 (Grade 2; total n = 437 students). Twenty-six students from the original sample of 463 were missing all data on this measure.

II. Differences Between Groups

Grades. **Note:** Penn had the largest percentages of “not evaluated”. Only one of the three school districts evaluated children for language arts, spelling, social studies, and science during the second grade year. In addition, when grades were given at Pennsylvania schools, teachers tended to restrict the range of grades (i.e., “S” for all students in classroom). It is recommended that standard scores or transformations are used to normalize these scores.

Mantel-Haenzel chi-square tests of differences between high, low, and average grades showed that high-risk controls had significantly lower grades than low-risk normative students in all subjects (Reading, Math, Spelling, Social Studies, and Science) except Language Arts.

Achievement tests. Because of difference in achievement test systems, National Percentile rankings and total scores are only available at the Nashville, Seattle, and Pennsylvania sites. The majority of scores are from the following tests: CAT, CTBS, TCAP, and IOWA.

In 2nd grade, Durham did not conduct achievement testing.

T-tests of differences between control and normative students were significant for Reading, Language, and Mathematics Total national percentile scores.

Special Education. In Grade 2, high-risk control students were significantly more likely to have IEPs than normatives. Among those with IEPs, normatives were significantly more likely to have a diagnosis of “Speech or Language Impaired” or “Talented or Gifted.” Controls were significantly more likely to have a disability classification of “Learning Disabled” or “Other Health Impairment.”

Discipline. This section of the SRF has the greatest variability. As in previous years, there were no data available to FAST Track from Pennsylvania.

Fisher’s Exact Test indicated that there was a significant difference in number of suspensions between controls (n suspended = 10, 12%) and normatives (n suspended = 5, 3%) in Grade 2. The difference in parental contact was also significant, with 26% of controls (n = 13) versus 8% of normatives (n = 7) listed as having parental contact for discipline.

School attendance. Controls averaged 10 days absent and 4 days tardy; normatives averaged 9.6 days absent and 3 days tardy in Grade 2. The differences were not significant.

Miscellaneous. School transitions. Control students averaged 0.32 transitions and normatives averaged 0.21; the difference was marginally significant.

Grade retentions. Control students were not significantly more likely than normatives to have to repeat Grade 2.

Chapter 1. Control students (n = 58, 51%) were significantly more likely than normatives (n = 55, 49%) to be receiving Chapter 1 services, including pull-out or in-class tutoring.

Appendix B

School Records: Grade 3 FAST Track Project Technical Report

I. Report Sample

Analyses for Grade 3 were conducted on Cohort 1 using the low-risk normative (n = 293) and high-risk control (n = 146) students in Year 4 (Grade 3 total n = 439 students). Twenty-four students from the original sample of 463 were missing all data on this measure.

II. Differences Between Groups

Grades. Mantel-Haenzel chi-square tests of differences between high, low, and average grades showed that high-risk controls had significantly lower grades than low-risk normative students in all subjects (Reading, Math, Language Arts, Spelling, Social Studies, and Science).

Achievement tests. Because of difference in achievement test systems, National Percentile rankings and total scores are only available at the Nashville, Seattle, and Pennsylvania sites. The majority of scores are from the following tests: CAT, CTBS, TCAP, and NCE.

T-tests of differences between control and normative students were significant for Reading, Language, and Mathematics Total national percentile scores.

There were no group differences on the scale scores in Mathematics and Reading from the achievement test given in North Carolina.

Special Education. In Grade 3, high-risk control students were significantly more likely to have IEPs than normatives. Among those with IEPs, normatives were marginally more likely to have a diagnosis of "Speech or Language Impaired" and significantly more likely to be classified as "Talented or Gifted." Controls were marginally more likely to be classified as having "Behavior Problems" and significantly more likely to be classified as having "Other Health" needs.

Discipline. This section of the SRF has the greatest variability. As in previous years, there were no data available to FAST Track from Pennsylvania.

T-tests indicated that there was a significant difference in number of suspensions between controls (n = 16, 23%) and normatives (n = 10, 8%) in Grade 3. The difference in parental disciplinary contact was also significant, with 62% (n = 37) of controls versus 21% (n = 18) of normatives listed as having parental contact for discipline.

School attendance. Controls averaged 10 days absent in Grade 3, significantly more than the normative average of 8 days. Differences in days tardy were not significant.

Miscellaneous. School transitions. The control average of 0.33 school building transitions was significantly greater than the normative average of 0.19 transitions.

Grade retentions. Control students (n = 6, 4%) were not significantly more likely than normatives (n = 6, 2%) to have to repeat Grade 3.

Chapter 1. Control students (n = 43, 39%) were significantly more likely than normatives (n = 45, 21%) to be receiving Chapter 1 services.

Appendix C

School Records: Grade 4 FAST Track Project Technical Report

I. Report Sample

Analyses for Grade 2 were conducted on Cohort 1 using the low-risk normative (n = 285) and high-risk control (n = 140) students in Year 5 (Grade 4 total n = 425 students). Thirty-eight students from the original sample of 463 were missing all data on this measure.

II. Differences Between Groups

Grades. Mantel-Haenzel chi-square tests of differences between high, low, and average grades showed that high-risk controls had significantly lower grades than low-risk normative students in all subjects (Reading, Math, Language Arts, Spelling, Social Studies, and Science).

Achievement tests. Because of difference in achievement test systems, National Percentile rankings and total scores are only available at the Nashville, Seattle, and Pennsylvania sites. The majority of scores are from the following tests: CAT, CTBS, TCAP, and IOWA.

T-tests of differences between control and normative students were significant for Reading, Language, and Mathematics Total national percentile scores.

There were no group differences on the scale scores in Mathematics and Reading from the achievement test given in North Carolina.

Special Education. In Grade 4, high-risk control students were significantly more likely to have IEPs than normatives. Among those with IEPs, normatives were significantly more likely to have a diagnosis of "Speech or Language Impaired" or "Talented or Gifted." Controls were marginally more likely to have a diagnosis of "Learning Disabled" and significantly more likely to be classified as having "Pther Health Problems."

Discipline. This section of the SRF has the greatest variability. As in previous years, there were no data available to FAST Track from Pennsylvania.

T-tests indicated that there was a significant difference in number of suspensions between controls (n suspended = 16, 18%) and normatives (n suspended = 10, 5%) in Grade 4. The difference in parental contact was also significant, with 46% of controls (n = 40) versus 18% of normatives (n = 32) listed as having parental contact for discipline.

School attendance. There were no significant differences between controls and normatives in number of days absent and tardy.

Miscellaneous. School transitions. There were no significant differences between controls and normatives in number of school building transitions.

Grade retentions. Control students were not significantly more likely than normatives to have to repeat Grade 4.

Chapter 1. Control students (n=69, 36%) were significantly more likely than normatives (n=57, 21%) to be receiving Chapter 1 services, including pull-out or in-class tutoring.

Appendix D

School Records: Grade 5 FAST Track Project Technical Report

I. Report Sample

Analyses for Grade 2 were conducted on Cohort 1 using the low-risk normative (n = 273) and high-risk control (n = 137) students in Year 6 (Grade 5 total n = 410 students). Fifty-three students from the original sample of 463 were missing all data on this measure.

II. Differences Between Groups

Grades. Mantel-Haenzel chi-square tests of differences between high, low, and average grades showed that high-risk controls had significantly lower grades than low-risk normative students in Language Arts, Spelling, Social Studies, and Science. Differences between groups were marginal in Reading and Mathematics.

Achievement tests. The majority of scores for Nashville, Pennsylvania, and Seattle are from the following tests: CAT, CTBS, TCAP, and 'Other'.

T-tests of differences between control and normative students were significant for Reading, Language, and Mathematics Total national percentile scores.

There were no group differences on the scale scores in Mathematics and Reading from the achievement test given in North Carolina.

Special Education. In Grade 5, high-risk control students were significantly more likely to have IEPs than normatives. Among those with IEPs, normatives were marginally more likely to have a diagnosis of "Speech or Language Impaired" and significantly more likely to be classified as "Talented or Gifted." Controls were more significantly likely to be classified as having "Behavior Problems" or "Other Health Problems."

Discipline. This section of the SRF has the greatest variability. As in previous years, there were no data available to FAST Track from Pennsylvania.

T-tests indicated that there was a significant difference in number of suspensions between controls (n suspended = 20, 32%) and normatives (n suspended = 15, 14%) in Grade 5. The difference in parental contact was also significant, with 66% of controls (n = 39) versus 29% of normatives (n = 30) listed as having parental contact for discipline.

School attendance. Controls averaged 11 days absent, a significant difference from the normative average of 8 days. Both controls and normatives were tardy 4 days on average in Grade 5.

Miscellaneous. School transitions. There was no significant difference in school building transitions between controls and normatives.

Grade retentions. Control students were no more likely than normatives to have to repeat Grade 5.

Chapter 1. Control students (n=33, 13%) were not significantly more likely than normatives (n=18, 10%) to be receiving Chapter 1 services.

Appendix E

School Records: Grade 6 FAST Track Project Technical Report

I. Report Sample

Analyses for Grade 6 were conducted on Cohort 1 using the low-risk normative (n = 266) and high-risk control (n = 137) students in Year 7 (Grade 6 total n = 403 students). Sixty students from the original sample of 463 were missing all data on this measure.

II. Differences Between Groups

Grades. Mantel-Haenzel chi-square tests of differences between high, low, and average grades showed that high-risk controls had significantly lower grades than low-risk normative students in all subjects (Reading, Math, Language Arts, Spelling, Social Studies, and Science).

Achievement tests. The majority of scores for Nashville, Pennsylvania, and Seattle are from the following tests: CTBS, TCAP, and IOWA.

T-tests of differences between control and normative students were significant for Reading, Language, and Mathematics Total national percentile scores.

There was a marginal difference on the Mathematics scale scores from the achievement test given in North Carolina but no difference between groups in Reading.

Special Education. In Grade 6, high-risk control students were significantly more likely to have IEPs than normatives. Among those with IEPs, normatives were significantly more likely to have a diagnosis of "Speech or Language Impaired" and controls were more likely to have a diagnosis of "Learning Disabled." Normatives were marginally more likely to have a diagnosis of Talented or Gifted.

Discipline. This section of the SRF has the greatest variability. As in previous years, there were no data available to FAST Track from Pennsylvania.

Fisher's Exact Test indicated that there was a significant difference in number of suspensions between controls (n suspended = 4) and normatives (n suspended = 0) in Grade 6. The difference in parental contact was also significant, with % of controls (n =) versus % of normatives (n=) listed as having parental contact for discipline.

School attendance. Controls averaged 13 days absent and 6 days tardy; normatives averaged 10 days absent and 5 days tardy in Grade 6. The differences were not significant.

Miscellaneous. School transitions. There was no significant difference in school building transitions between controls and normatives.

Grade retentions. Control students were not significantly more likely than normatives to have to repeat Grade 6.

Chapter 1. Control students were not significantly more likely than normatives to be receiving Chapter 1 services, including pull-out or in-class tutoring.

Appendix F

School Records: Grade 7 FAST Track Project Technical Report

I. Report Sample

Analyses for Grade 2 were conducted on Cohort 1 using the low-risk normative (n = 260) and high-risk control (n = 132) students in Year 8 (Grade 7 total n = 392 students). Seventy-one students from the original sample of 463 were missing all data on this measure.

II. Differences Between Groups

Grades. Mantel-Haenzel chi-square tests of differences between high, low, and average grades showed that high-risk controls had significantly lower grades than low-risk normative students in subjects Math, Language Arts, Social Studies, and Science.

Note: Grades for Reading and Spelling were not collected in Grade 7.

Note: The grading system in Grade 7 changed from that described in the Grade 1 technical report to a standard system of A through F. For analysis purposes, grades of A and B were considered “High”; C was considered “Average”; and D and F were considered “Low”.

Achievement tests. The majority of scores are from the following tests: TCAP/Terra Nova and ‘Other’.

T-tests of differences between control and normative students were significant for Language and Mathematics Total national percentile scores. There was no Reading achievement test recorded in Grade 7 in Pennsylvania, Nashville or Seattle.

The North Carolina tests of Reading and Mathematics were not significantly different between groups.

Note: Analysts should be aware that variables oxj18 and oxj21 in Years 2 through 7 represent national percentile scores for Language and Mathematics in Pennsylvania, Nashville and Seattle. In Year 8, however, variables o8j18 and o8j21 represent scores for Reading and Mathematics tests in *Durham*. Conversely, whereas variables oxj22 and oxj23 represent scale scores for Durham in Years 1 through 7, in Year 8 these variables represent national percentile scores for the other three sites.

Special Education. If a child did not receive special education services during that year, this item was recorded as “0” and further items regarding special education services were recorded as “skip”. If “1” (for “yes”) was recorded, then there was a series of additional items that were completed. If the information was unavailable, this variable was recorded as “missing”.

In Grade 7, as in all previous grades, high-risk control students were significantly more likely to have IEPs than normatives. Among those with IEPs, normatives were significantly more likely to have a diagnosis of “Speech or Language Impaired” and controls were significantly more likely to be classified as “Learning Disabled” or as having “Behavior Problems” or “Other Health Problems.”

Note: The classifications of “LD/SLI”, “OI or OH/SLI”, “OI or OH/LD”, and “OI or OH/LD/SLI” were dropped in Year 8.

Discipline. **Note:** Discipline variables were not collected in Grade 7.

School attendance. Controls averaged 19 days absent, significantly more than the normative average of 13 days absent. Controls were tardy an average of 10 days in 7th grade, not significantly more than the normative average of 8 days.

Miscellaneous. School transitions. There was not a significant difference between groups in number of school transitions.

Grade retentions. Control students (7%) were significantly more likely than normatives (2%) to have to repeat Grade 7.

Chapter 1. **Note:** This variable was not collected in Grade 7.

III. Recommendations for Use

Beginning in Grade 7 there were a number of changes on the School Records form. Most of these are listed above as “Notes.” In addition, analysts should note that:

- 1) The target child ID format changes from 4 to 8 characters, resulting in a warning message when files are merged
- 2) Instead of “yes” and “no,” many variables were recorded instead as “1” and “0,” and other variable values were also changed
- 3) School records data were collected on some siblings of target children; analysts should check to ensure that sibling data are separate from target child data
- 4) Finally, many of the variables on this measure are not normally distributed; analysts may want to consider transformations for some analyses.

Appendix G

**School Records: Analysis of Missingness Grades 1 through 7
FAST Track Project
Technical Report**

Table 1

Total FAST Track Sample Size (in Kindergarten) and Sample Size for Grades 1 through 7 for Information Collected on the School Records Form

Cohort 1	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7
Risk Status								
Low-risk normative	308	291	292	293	285	273	266	260
High-risk control	155	144	145	146	140	137	137	132
Sex								
Male	252	233	235	235	228	218	217	207
Female	211	202	202	204	197	192	186	185
Race								
Asian-American	1	0	0	0	0	0	0	0
African-American	202	192	193	191	192	184	178	169
European-American	240	223	224	228	213	210	210	209
Hispanic	7	7	7	7	7	6	5	5
Native-American	1	1	1	1	1	1	1	1
Other	12	12	12	12	12	9	9	8
Site								
Durham	125	116	117	117	117	115	115	112
Nashville	105	102	102	102	102	93	90	83
Pennsylvania	124	115	115	118	103	106	110	109
Seattle	109	102	103	102	103	96	80	88
TOTAL	463	435	437	439	425	410	403	392

The graphs below contain lines representing the percentage of the whole sample missing information on the School Records form (blue dotted line) compared with percentages of missingness by risk status, sex, race, and site.

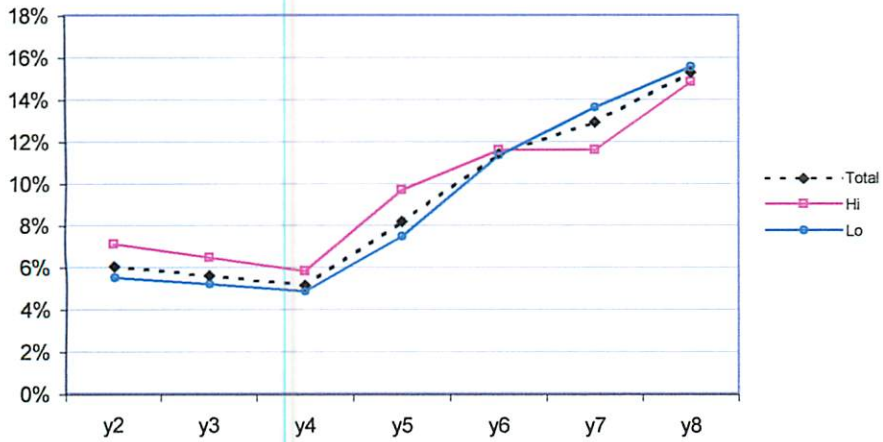


Figure 1. Percentage of total sample missing School Records data years 2 through 8 (Grades 1 through 7): by risk status.

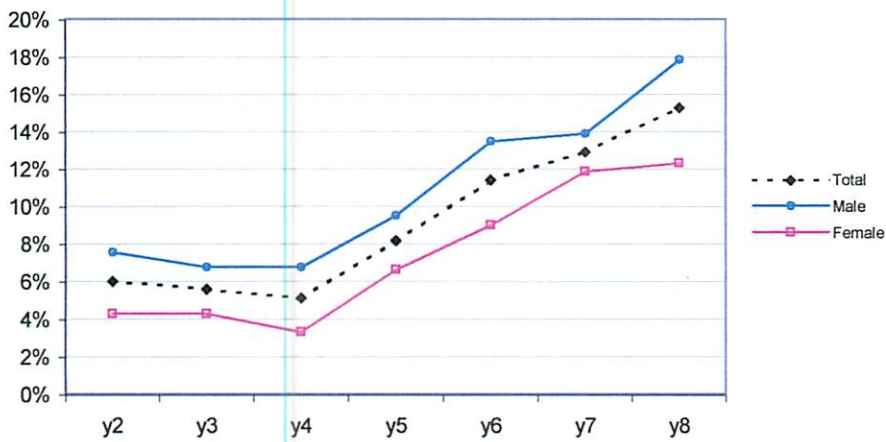


Figure 2. Percentage of total sample missing School Records data years 2 through 8: by sex.

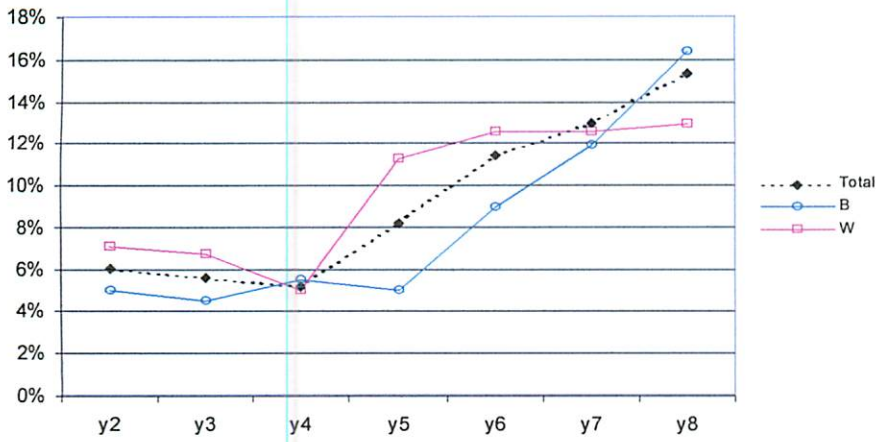


Figure 3. Percentage of total sample missing School Records data years 2 through 8: by race.

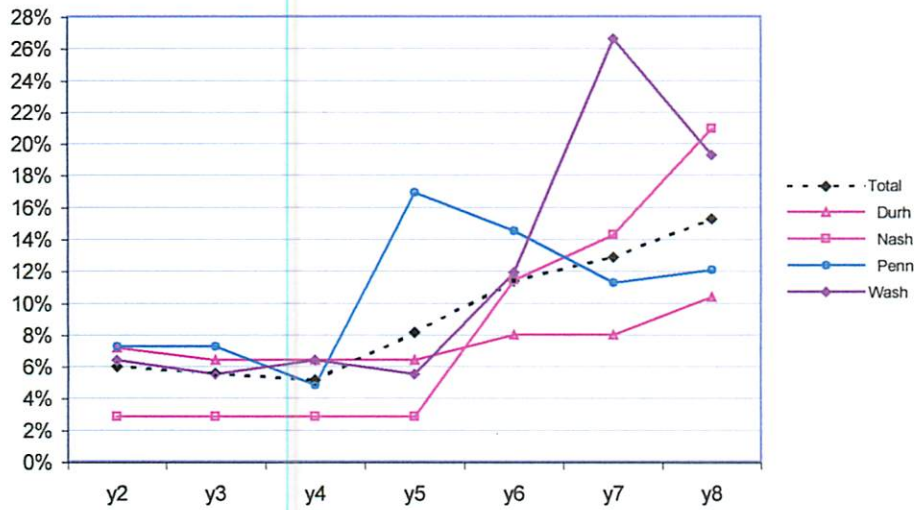


Figure 4. Percentage of total sample missing School Records data years 2 through 8: by site.

Appendix H

**School Records: Graphs of Selected Variables
FAST Track Project
Technical Report**

I. Course Grades

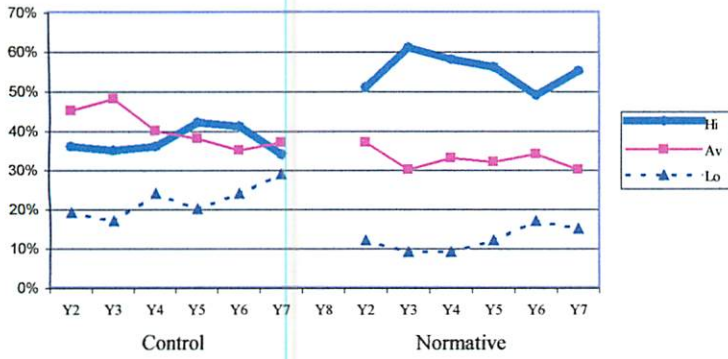


Figure 1. Percentages of students receiving high, low, and average grades in Reading, Years 2 through 7 (Grades 1 through 6)

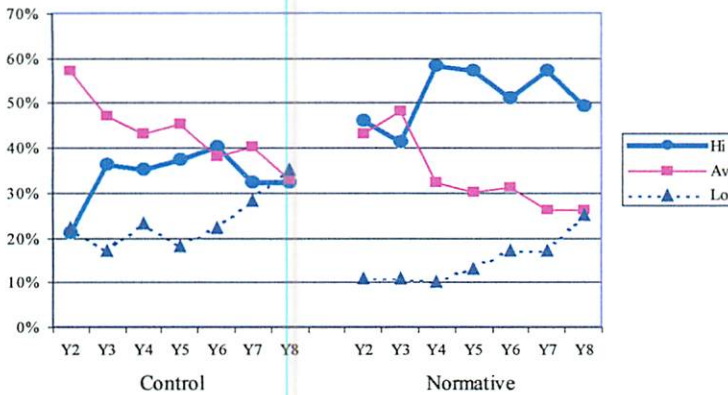


Figure 2. Percentages of students receiving high, low, and average grades in Language, Years 2 through 8 (Grades 1 through 7)

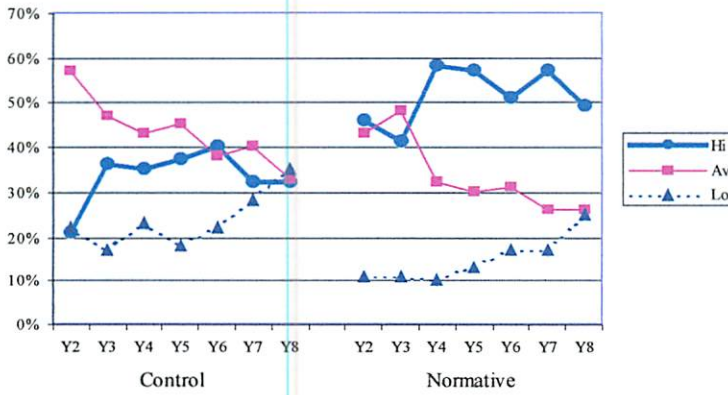


Figure 3. Percentages of students receiving high, low, and average grades in Math, Years 2 through 8 (Grades 1 through 7)

II. Achievement Tests

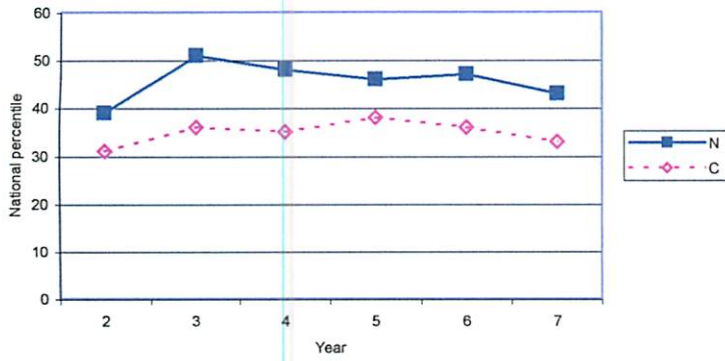


Figure 4. Achievement test national percentiles: Reading, Years 2 through 7 (Grades 1 through 6).

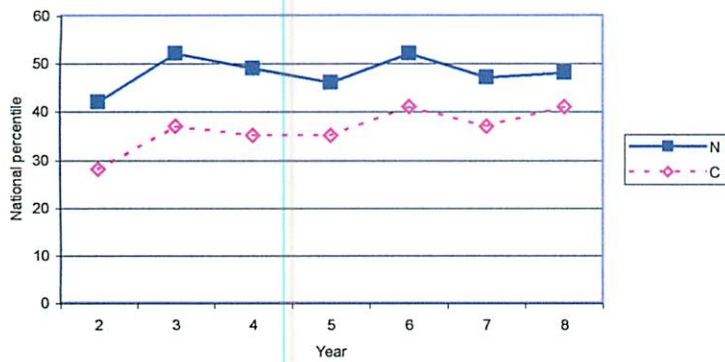


Figure 5. Achievement test national percentiles: Language, Years 2 through 8 (Grades 1 through 7).

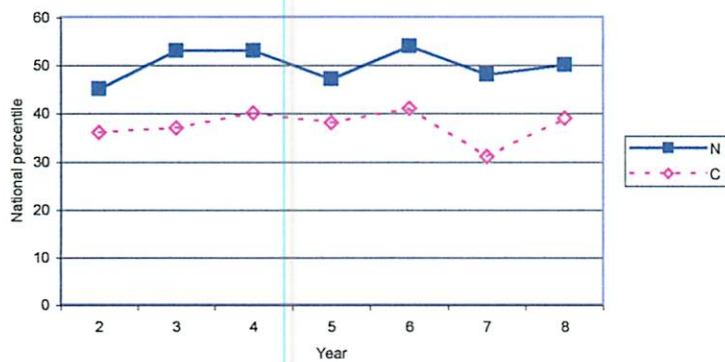


Figure 6. Achievement test national percentiles: Mathematics, Years 2 through 8 (Grades 1 through 7).

III. Special Education

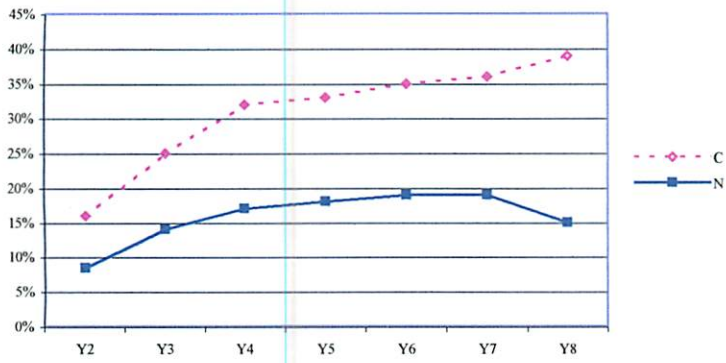


Figure 8. Percentages of low-risk normatives and high-risk controls with IEPs, Years 2 through 8 (Grades 1 through 7).